



Grammatical Terminology children should use in Year I: letter, capital, word, singular, plural, sentence, punctuation, full ,stop ,question mark and exclamation mark

Hook: Explore a range of non-fiction books from the school library. Look at the layout and the features. Explore a video about plants in to gather facts. Mind map the facts you collect as a class. Use pictures to support on the table. You may wish to have a selection of real plants on the table. If you have real plants in class you could discuss the care of the plant and what the plant needs to survive and thrive. Pupils could also help with the care of the plant(s).

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 3 & 4	Day I Hook	I know when	I can correct the	Hook: Explore a range of non-fiction books from
		capital letters	capital letters.	the school library. Look at the layout and the
Non-Fiction: Fact File on	WOTD	and full stops	I can put in the full	features. Explore a video about plants in to gather
plants (CC Science)	WOID	are needed.	stops.	facts. Mind map the facts you collect as a class.
(2 weeks)	Quick SPaG- Add the	I know what	I can use subject	Use pictures to support on the table. You may wish
	capitals and full stops.	subject	specific language.	to have a selection of real plants on the table. If
		specific		you have real plants in class you could discuss
	Hook	language.		the care of the plant and what the plant needs to
	(drama/video/clue			survive and thrive. Pupils could also help with the
	hunt/scenario/text reveal)			care of the plant(s).





Day 2 WAGOLL Mighty Writers WOTD Quick SPaG- Add the capitals and full stops. WAGOLL	I know when capital letters and full stops are needed. I know what subject specific language.	I can correct the capital letters. I can put in the full stops. I can use subject specific language.	Pupils (explore) read and deconstruct a model text (WAGOLL). Identify new writing features (and previously taught ones) Opportunities for echo read. write a title? write a short introduction? use sub-headings? use fact boxes and/or bullet-marked lists? use lots of topic language? Write in the present tense? (if it is not a historical report)? use the pronouns 'he', 'she', 'it' or 'they'? write a short summary at the end? (Focus on up to 5/6 pupils each lesson for indepth live marking and verbal feedback).
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Day 3 Mighty Writers WOTD Quick SPaG- Add the capitals and full stops. Shared Write Whole class.	I know when capital letters and full stops are needed. I know what subject specific language.	I can correct the capital letters. I can put in the full stops. I can use subject specific language.	Shared plan and write - Teacher led shared write modelling the features of the text type. (Teacher to explicitly model writing and editing process including taught elements), Pupils contribute to the ideas and vocabulary choices. Put on working wall. Print a copy for books.
Day 4 Shared write 3s Mighty Writers WOTD	I know the job of headings and subheadings.	I can use headings and subheadings.	Pupils construct a shared write in a mixed ability group on paper in 3s.





SPaG Skill I with oral rehearsal. (Explicit leaching of new or previously laught SPaG skill) Shared Write in 3s.			
Day 5 Plan and Draft Paragraph I Mighty Writers WOTD SPaG Skill I with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)	I know the job of headings and subheadings.	I can use headings and subheadings.	Shared plan for paragraph I. Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),





Writing			
Day 6 Plan and Draft Paragraph 2 Mighty Writers WOTD SPaG Skill 2 with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)	I know the connective 'and' can be used to join ideas.	I can use a simple connective such as 'and' to join ideas.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Writing Day 7 Plan and Draft	I know the	I can use a simple	Shared plan for paragraph 3. Model writing and
Paragraph 3 <u>Mighty Writers</u>	'and' can be	connective such as 'and' to join ideas.	thought process with a focus on today's skill. Pupils independently write I paragraph.





<u>WOTD</u>	used to join ideas.		(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
SPaG Skill 2 with oral rehearsal (Explicit teaching of new or previously taught SPaG skill)			
<u>Writing</u>			
Day 8 Plan and Draft Paragraph 4 Mighty Writers	I know what a pronoun is like 'they' and 'it.'	I can use pronouns like 'they' and 'it.'	Shared plan for paragraph 4 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph.
WOTD SPaG Skill 3 with oral rehearsal			(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),





previo skill) Writin Day C WOTE SPaG rehea (Explication previous skill) Edit a	Comprehension I a I Skill 3 with oral resal cit teaching of new or restly taught SPaG and up level.	[know what a pronoun is ike 'they' and it.'	I can use pronouns like 'they' and 'it.'	Comprehension lessons lesson Introduce retrieval, incerence and vocabulary VIPERS skills. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 19	G	SPAG QUIZ OF THIS	I can redraft my writing.	Best Writing (I hour) (2 nd Draft)





UNIT'S FEATURES	All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.
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Hook: Create a crime scene from the story using props. E.g someone ate the porridge or broke a chair etc. Who could it be? Ensure the pupils are fully emersed in the story. Read the tale of Goldilocks and the Three Bears. Give vocabulary and pictures to support. Give pupils a sentence stem to enhance their articulation of their ideas. Allow pupils to verbally retell the story using pictures to sequence their ideas.

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Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 3 & 4	Day I Hook	I know when	I can correct the	Hook: Create a crime scene from the story using props. E.g
	-	capital letters	capital letters.	someone ate the porridge or broke a chair etc. Who could it
	WOTD	and full stops	I can put in the	be? Ensure the pupils are fully emersed in the story. Read
Traditional tales —	WOID	are needed.	full stops.	the tale of Goldilocks and the Three Bears. Give vocabulary
Goldilocks and the Three	Quick SPaG- Add the			and pictures to support. Give pupils a sentence stem to
Bears. Retell using	capitals. full stops and			enhance their articulation of their ideas. Allow pupils to
exclamation marks in	exclamation marks.			verbally retell the story using pictures to sequence their
writing (2 weeks).				ideas.
	Hook			
	(drama/video/clue			
	hunt/scenario/text			
	reveal)			
	D. 2 MAGOLI	T I	T	Dowle (and any) and any late and any and all and
	Day 2 WAGOLL	I know when	I can use an	Pupils (explore) read and deconstruct a model text
		to use an	exclamation mark	(WAGOLL).
		exclamation	correctly.	Identify new writing features (and previously taught ones)
	Mighty Writers	mark.		Opportunities for echo reading.





WOTD Quick SPaG- Add the capitals. full stops and exclamation marks WAGOLL			Traditional Tale Checklist Year I Sentences start with a capital. Names start with a capital letter. Sentences end with a full stop. Exclamation marks are used. Interesting adjectives are used Characters are described. Events happen in sequence. Question marks are used. (Focus on up to 5/6 pupils each lesson for in-depth live marking and verbal feedback).
Day 3	I know when	I can use an	Shared plan and write - Teacher led shared write
Mighty Writers	to use an exclamation	exclamation mark correctly.	modelling the features of the text type. (Teacher to explicitly model writing and editing process_including taught
Inging winers	mark.	Correctig.	elements),
WOTD			Pupils contribute to the ideas and vocabulary choices.
			Put on working wall. Print a copy for books.





Quick SPaG- Add the capitals. full stops and exclamation marks. Shared Write Whole class.			
Day 4 Shared write 3s Mighty Writers WOTD SPaG Skill I with oral rehearsal. (Explicit teaching of new or previously taught SPaG skill) Shared Write in 3s.	I know that prepositions describe the position of objects.	I can use prepositions describe to the position of objects.	Pupils construct a shared write in a mixed ability group on paper in 3s.





Day 5 Plan and Draft Paragraph I Mighty Writers	I know that prepositions describe the position of	I can use prepositions describe to the position of objects.	Shared plan for paragraph I. Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph.
WOTD	objects.	posmon of objects.	(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
SPaG Skill I with oral rehearsal (Explicit teaching of new or previously taught SPaG skill) Writing			
Day 6 Plan and Draft Paragraph 2	I know the connective 'and' can be	I can use a simple connective such as 'and' to join ideas.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph.
Mighty Writers WOTD	used to join ideas.		(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),





SPaG Skill 2 with oral rehearsal (Explicit teaching of new or previously taught SPaG skill) Writing			
Day 7 Plan and Draft Paragraph 3 Mighty Writers WOTD	I know the connective 'and' can be used to join ideas.	I can use a simple connective such as 'and' to join ideas.	Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
SPaG Skill 2 with oral rehearsal (Explicit leaching of new or previously taught SPaG skill) Writing			





Mighty Writers and it.' WOTD SPaG Skill 3 with oral rehearsal (Explicit leaching of new or previously taught SPaG skill) Writing Day 9 Comprehension I know what I can use Comprehension lessons lesson	Day 8 Plan and Draft Paragraph 4	I know what a pronoun is like 'he,' 'she,'	I can use pronouns like 'he,' 'she,' and 'it.'	Shared plan for paragraph 4 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils
SPaG Skill 3 with oral rehearsal (Explicit teaching of new or previously taught SPaG skill) Writing Day 9 Comprehension I know what I can use Comprehension lessons lesson			sne, and ii.	independently write I paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal reedback)
taught SPaG skill) Writing Day 9 Comprehension I know what I can use Comprehension lessons	SPaG Skill 3 with oral rehearsal (Explicit leaching of			
	taught SPaG skill) <u>Writing</u>	I know what	I can use	Comprehension lessons
WOTD like 'they' and and 'it.' SPaG Skill 3 with gral like 'they' and and 'it.' Introduce retrieval, inference and vocabulary VIPERS skills.	WOTD SPaG Skill 3 with oral	a pronoun is like 'they' and	pronouns like 'they'	Introduce retrieval, inference and vocabulary VIPERS





new tau	xplicit teaching of w or previously ught SPaG skill) it and up level.			
Day	a ^t f	SPAG QUIZ OF THIS UNIT'S FEATURES	writing.	Best Writing (1 hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.





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Hook: Place a sweet on every child's desk. Ask question about what they would do to eat sweets — link it to the story. Remind them that they should take sweets from strangers. Tell them that they are not allowed to eat it until the end of the story. Read the story of Hansel and Gretel use lots of pictures. Ensure the pupils are fully emersed in the story. Give vocabulary and pictures to support. Give pupils a sentence stem to enhance their articulation of their ideas. Allow pupils to verbally retell the story using pictures to sequence their ideas. Tell them that they can eat their sweet at the end of the story (or at a suitable point in the lesson).

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 5 & 6	Day I Hook	I know when	I can correct the	Hook: Place a sweet on every child's desk. Ask question
		capital letters	capital letters.	about what they would do to eat sweets — link it to the
Traditional tales —	WOTD	and full stops	I can put in the	story. Remind them that they should take sweets from
Hansel and Gretel-	WOID	are needed.	full stops.	strangers. Tell them that they are not allowed to eat it until
changing a main	Quick SPaG- Add the			the end of the story. Read the story of Hansel and Gretel
character and writing a	capitals. full stops and			use lots of pictures. Ensure the pupils are fully emersed in
new story (2 weeks)	question marks			the story. Give vocabulary and pictures to support. Give
	Hook			pupils a sentence stem to enhance their articulation of their
	(drama/video/clue			ideas. Allow pupils to verbally retell the story using pictures
	hunt/scenario/text			to sequence their ideas. Tell them that they can eat their
	reveal)			sweet at the end of the story (or at a suitable point in the
				lesson).





Day 2 WAGOLL	I know when	I can use a	Pupils (explore) read and deconstruct a model text
	to use a	question mark	(WAGOLL).
	question mark.	correctly.	Identify new writing features (and previously taught ones)
Mighty Writers	ŕ		Opportunities for echo reading.
			Traditional Tale Checklist Year I
			Sentences start with a capital.
WOTD			Names start with a capital letter.
Quick SPaG- Add the			Sentences end with a full stop.
capitals. full stops and			Exclamation marks are used.
question marks.			Interesting adjectives are used
questroit indike.			Characters are described.
			Events happen in sequence.
WAGOLL			Question marks are used.
			(Focus on up to 5/6 pupils each lesson for in-depth live
			marking and verbal feedback).





Day 3	I know when	I can use a	<u>Shared plan and write - Teacher led shared write</u>
	to use a	question mark	modelling the features of the text type. (Teacher to explicitly
<u>Mighty Writers</u>	question mark.	correctly.	model writing and editing process_including taught
			elements),
WOTD			Pupils contribute to the ideas and vocabulary choices.
Quick SPaG- Add the			
capitals. full stops and			Put on working wall. Print a copy for books.
question marks.			
Shared Write Whole			
class <u>.</u>			
Day 4 Shared write 3s	I know that	I can use	Pupils construct a shared write in a mixed ability group on
	prepositions	prepositions	paper in 3s.
<u>Mighty Writers</u>	describe the	describe to the	
	position of	position of objects.	
WOTD	objects.		
SPaG Skill I with oral			
rehearsal. (Explicit			
teaching of new or			





previously taught SPaG skill)			
Shared Write in 3s. Day 5 Plan and Draft Paragraph I Mighty Writers WOTD SPaG Skill I with oral	I know that prepositions describe the position of objects.	I can use prepositions describe to the position of objects.	Shared plan for paragraph I. Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
rehearsal (Explicit teaching of new or previously taught SPaG skill) Writing			





Day 6 Plan and Draft Paragraph 2 Mighty Writers	I know the connective 'and' can be used to join	I can use a simple connective such as 'and' to join ideas.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph.
WOTD	ideas.		(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
SPaG Skill 2 with oral rehearsal (Explicit teaching of new or previously taught SPaG skill) Writing			
Day 7 Plan and Draft Paragraph 3	I know the connective 'and' can be	I can use a simple connective such as 'and' to join ideas.	Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph.
Mighty Writers WOTD	used to join ideas.		(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),





SPaG Skill 2 with oral rehearsal (Explicit teaching of new or previously taught SPaG skill) Writing			
Day 8 Plan and Draft Paragraph 4 Mighty Writers WOTD SPaG Skill 3 with oral	I know what a pronoun is like 'he,' 'she,' and 'it.'	I can use pronouns like 'he,' 'she,' and 'it.'	Shared plan for paragraph 4 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write I paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
rehearsal (Explicit teaching of new or previously taught SPaG skill) Writing			





Day 9 Comprehension WOTD SPaG Skill 3 with oral rehearsal (Explicit teaching of new or previously taught SPaG skill) Edit and up level.	I know what a pronoun is like 'they' and 'it.'	I can use pronouns like 'they' and 'it.'	Comprehension lessons lesson Introduce retrieval, inference and vocabulary VIPERS skills. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 10 Publish 2 nd Dra _f t	SPAG QUIZ OF THIS UNIT'S FEATURES	I can redraft my writing.	Best Writing (I hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.



